DOCUMENT RESUME

ED 457 199 TM 033 297

AUTHOR	Hoffman, Charlene
TITLE	Mini-Digest of Education Statistics, 2000.
INSTITUTION	National Center for Education Statistics (ED), Washington, DC.
REPORT NO	NCES-2001-046
PUB DATE	2001-07-00
NOTE	72p.; For the previous year's "Mini-Digest," see ED 445 105. For the "Digest of Education Statistics, 2000," see ED 455 275.
AVAILABLE FROM	ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free).
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Academic Achievement; Dropouts; Educational Administration; Educational Finance; *Educational Trends; *Elementary Secondary Education; *Enrollment; Ethnic Groups; Graduates; *Higher Education; Racial Differences; Statistical Data; *Student Characteristics; Tables (Data); Teacher Characteristics; Trend Analysis

ABSTRACT

This document, the eighth edition of the "Mini-Digest of Education Statistics," provides a pocket-sized compilation of statistical information about U.S. education from kindergarten through graduate school. The statistical highlights provide a quantitative description of the current U.S. education scene. Data are from many government sources, especially surveys carried out by the National Center for Education Statistics. Unless otherwise noted, data are extracted from the "Digest of Education Statistics." Information is presented on: (1) enrollment in elementary, secondary, and higher education; (2) teachers, faculty, and staff; (3) educational outcomes; and (4) educational finance. Statistics show that education was the occupation of more than 76 million people in the United States in the fall of 2000. Included in this total were about 68.0 million students enrolled in U.S. schools and colleges. About 4 million people were employed as elementary and secondary school teachers and college faculty. Other professional, administrative, and support staff of educational institutions numbered about 4.4 million. (Contains 1 figure and 41 tables.) (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

NATIONAL CENTER FOR EDUCATION STATISTICS

Mini-Digest of Education Statistics

2000

ED 457 199

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

TM 033 297

U.S. Department of Education
Office of Educational Research and Improvement - NCES 2001-046

BEST COPY AVAILABLE

NATIONAL CENTER FOR EDUCATION STATISTICS

Mini-Digest of Education Statistics 2000

TM033297

3

U.S. Department of Education
Office of Educational Research and Improvement NCES 2001-046

BEST COPY AVAILABLE

NATIONAL CENTER FOR EDUCATION STATISTICS

Mini-Digest *of* Education Statistics *2000*

Charlene Hoffman
Production Manager

U.S. Department of Education
Office of Educational Research and Improvement NCES 2001-048

4

U.S. Department of Education
Rod Paige
Secretary

National Center for Education Statistics
Gary W. Phillips
Acting Commissioner

National Center for Education Statistics

The purpose of the Center is to collect and report "statistics and information showing the condition and progress of education in the United States and other nations in order to promote and accelerate the improvement of American education."—Section 402(b) of the National Education Statistics Act of 1994 (20 U.S.C. 9001).

July 2001

5

Contents

Foreword 1
Overview 2
The Structure of American Education 3
Enrollment
Public Schools 8
Private Schools 9
Projections 10
Preprimary Enrollment 11
Enrollment Rates 12
Enrollment by Race and Ethnicity 13
Enrollment in Programs for the Disabled 14
College Enrollment 15
Enrollment, by Level and Control 16
Enrollment Rates of 18- to 24-Year-Olds 17
Enrollment by Gender and Age 18
Enrollment by Race and Ethnicity 19
Graduate School Enrollment 20
First-Professional Enrollment 21
Teachers, Faculty, and Staff
Number of Teachers 24
Teachers' Salaries 26
Teacher Characteristics, Public Schools 27
Teacher Characteristics, Private Schools 28
Staff 29
Faculty Salaries for Men and Women 30

BEST COPY AVAILABLE

Faculty Salaries for Public and Private Institutions 31

Educational Outcomes

Reading Performance 34
Mathematics Performance 35
Science Performance 36
High School Course-Taking Patterns 37
Graduates 39
Dropouts 41
College Degrees 42
Educational Attainment 45
Literacy Rates 46

Finance

Total Expenditures 50
Public Elementary and Secondary School Revenues 52
Public Elementary and Secondary School Expenditures 54
Revenues for Public Institutions 55
Revenues for Private Institutions 56
Expenditures for Public Institutions 57
College Costs 58
Scholarships and Fellowships 59
Financial Aid for Students 61
Federal Funding 63

Source Information 65

Ordering Information 67

BEST COPY AVAILABLE

Foreword

Welcome to the eighth edition of the *Mini-Digest of Education Statistics*. The primary purpose of this publication is to provide a pocket-sized compilation of statistical information covering the broad field of American education from kindergarten through graduate school. The statistical highlights provide a quantitative description of the current American education scene.

The *Mini-Digest* is designed as an easy reference for materials found in much greater detail in the *Digest of Education Statistics*.

These volumes include selections of data from many government sources, especially drawing on results of surveys and activities carried out by the National Center for Education Statistics (NCES). They include information on the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational outcomes, finances, and federal funds for education. Unless otherwise stated, all data are extracted from the *Digest of Education Statistics*.

Overview

Education was the occupation of more than 76 million people in the United States in the fall of 2000. Included in this total were about 68.0 million students enrolled in American schools and colleges. About 4 million people were employed as elementary and secondary school teachers and as college faculty. Other professional, administrative, and support staff of educational institutions numbered 4.4 million. In a nation with a population of about 275 million, more than 1 out of every 4 persons participated in formal education.

Clearly, from the large number of participants, the many years that people spend in school, and the hundreds of billions of dollars expended by schools, education figures prominently in the life of the nation.

The Structure of American Education

Figure 1 shows the structure of education in the United States: the three levels of education—elementary, secondary, and postsecondary—and the approximate age range of persons at each level. Pupils ordinarily spend from 6 to 8 years in the elementary grades, preceded by 1 to 3 years in nursery school and kindergarten. The elementary school program is followed by a 4- to 6-year secondary school program. The elementary program is frequently followed by a middle school or junior high school program, which generally lasts 2 or 3 years. Students then may finish their compulsory schooling at the secondary or high school level, which may last from 3 to 6 years depending on the structure within their school district. Pupils normally complete the entire program through grade 12 by age 17, 18, or 19.

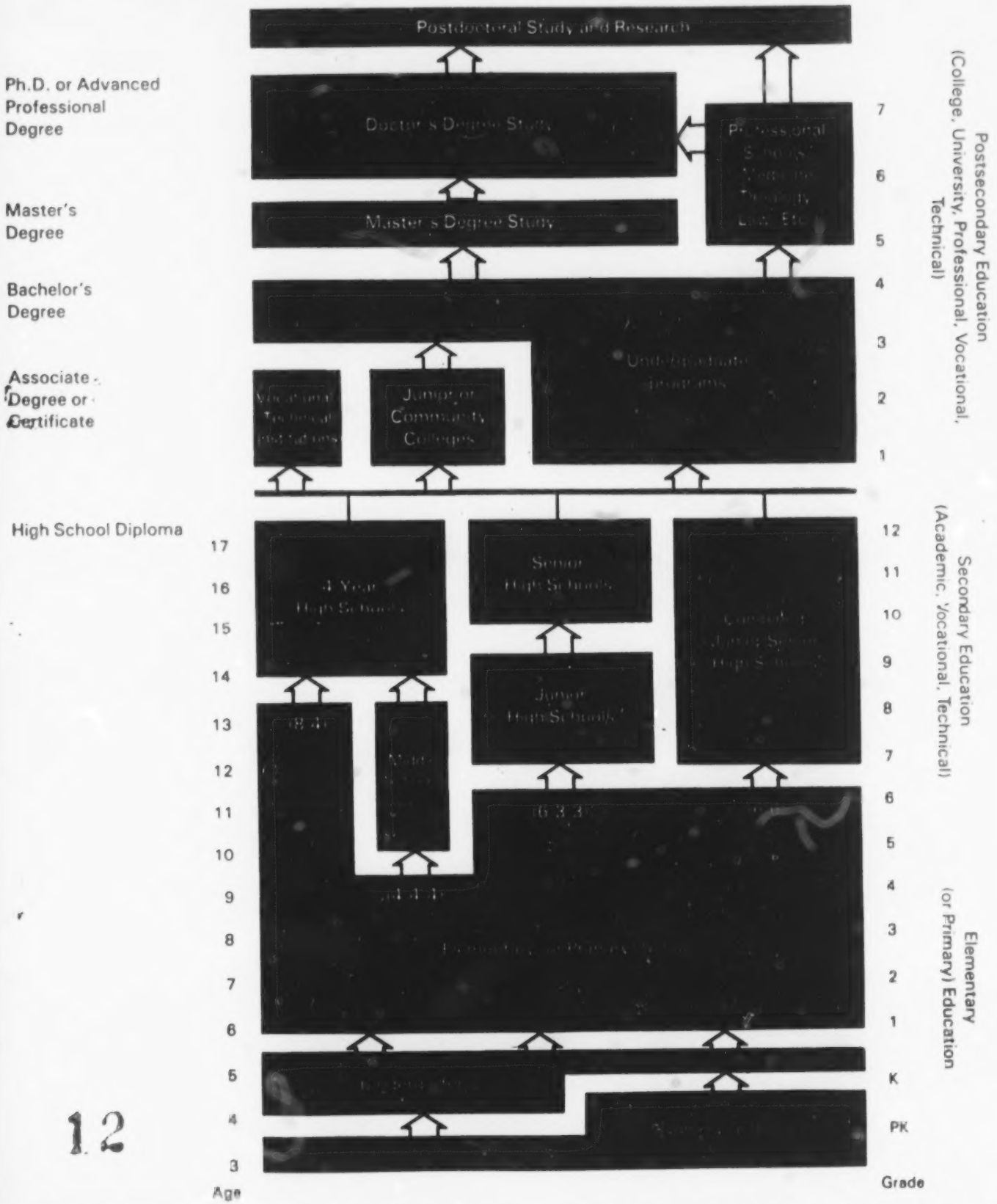
High school graduates who decide to continue their education may enter a technical or vocational institution, a 2-year college, or a 4-year college or university. A 2-year college normally offers the first 2 years of a standard 4-year college curriculum and a selection of terminal vocational programs. Academic courses completed at a 2-year college

are usually transferable for credit at a 4-year college or university. A technical or vocational institution offers postsecondary technical training leading to a specific career. Other types of educational opportunities for adults are offered by community organizations, libraries, churches, and businesses.

An associate degree requires the equivalent of at least 2 years of full-time college-level work, and a bachelor's degree normally can be earned in 4 years. At least 1 year beyond the bachelor's is necessary for a master's degree, while a doctor's degree usually requires a minimum of 3 or 4 years beyond the bachelor's.

Professional schools differ widely in admissions requirements and in program length. Medical students, for example, generally complete a 4-year program of premedical studies at a college or university before they can enter the 4-year program at a medical school. Law programs normally require 3 years of coursework beyond the bachelor's degree level.

Figure 1.—The structure of education in the United States



NOTE—Adult education programs, while not separately delineated above, may provide instruction at the elementary, secondary, or higher education level. Chart reflects typical patterns of progression rather than all possible variations.

SOURCE: U.S. Department of Education, National Center for Education Statistics.

BEST COPY AVAILABLE

Enrollment

13

BEST COPY AVAILABLE

Elementary and Secondary Schools

Public Schools

Overall, public school enrollment increased between 1985 and 2000. In kindergarten through grade eight, enrollment rose from 27.0 million in fall 1985 to an estimated 33.5 million in fall 2000. In the upper grades (9–12), the net result of changes in enrollment over the same period was an overall increase in secondary students.

Table 1.—Enrollment in public elementary and secondary schools: Fall 1985 to fall 2000
(In thousands)

Year	Total	Prekinder-garten through grade 8	Grades 9 through 12
1985	39,422	27,034	12,388
1990	41,217	29,878	11,338
1991	42,047	30,506	11,541
1992	42,823	31,088	11,735
1993	43,465	31,504	11,961
1994	44,111	31,898	12,213
1995	44,840	32,341	12,500
1996	45,611	32,764	12,847
1997	46,127	33,073	13,054
1998	46,535	33,344	13,191
1999*	46,812	33,437	13,375
2000*	47,026	33,521	13,505

* Projected.

NOTE: Detail may not sum to totals due to rounding.

Private Schools

Private school enrollment has risen little over the past decade, with 11 percent of all elementary and secondary students attending private schools in fall 2000. Total private school enrollment at the elementary and secondary levels was estimated at 6.0 million in fall 2000.

Table 2.—Enrollment in private elementary and secondary schools: Fall 1985 to fall 2000

(In thousands)

Year	Total	Kindergarten through grade 8	Grades 9 through 12
1985	5,557	4,195	1,362
1990	5,232	4,095	1,137
1991 [1]	5,199	4,074	1,125
1992 [1]	5,375	4,212	1,163
1993 [1]	5,471	4,280	1,191
1994 [1]	5,596	4,360	1,236
1995	5,662	4,465	1,197
1996 [1]	5,783	4,486	1,297
1997	5,860	4,552	1,308
1998	5,924	4,597	1,327
1999 [2]	5,938	4,599	1,339
2000 [2]	5,963	4,611	1,352

[1] Estimated.

[2] Projected.

NOTE: Excludes home-schooled children. In 1997-98, the Department estimated that approximately 800,000 to 1,000,000 were home-schooled. Detail may not sum to totals due to rounding.

BEST COPY AVAILABLE

Projections

The National Center for Education Statistics (NCES) forecasts that fall 2000 public school enrollment will mark a new record for enrollment.

Public and private elementary enrollment is projected to grow slowly over the next few years and then decline slightly, so that the fall 2010 projection is slightly lower than the 2000 enrollment. In contrast, secondary enrollment is expected to have an increase of 4 percent between 2000 and 2010.

Table 3.—Projected enrollment in public and private elementary and secondary schools: Fall 2000 to fall 2010
(In thousands)

Year	Total	Kindergarten through grade 8	Grades 9 through 12
2000	52,989	38,132	14,857
2001	53,155	38,172	14,982
2002	53,287	38,157	15,130
2003	53,367	38,042	15,325
2004	53,429	37,809	15,620
2005	53,465	37,598	15,868
2006	53,435	37,442	15,992
2007	53,336	37,352	15,985
2008	53,174	37,340	15,834
2009	53,056	37,399	15,657
2010	53,016	37,538	15,478

NOTE: Detail may not sum to totals due to rounding.

Preprimary Enrollment

Prekindergarten and kindergarten enrollment of 3- to 5-year-olds increased 30 percent between 1989 and 1999. The proportion of 5-year-olds enrolled in kindergarten programs has changed little since 1989; however, the enrollment rate of younger children in prekindergarten programs has risen (see table 5).

Table 4.—Enrollment of 3- to 5-year-olds in prekindergarten and kindergarten programs by control and level of school: Fall 1989, 1994, and 1999
(In thousands)

Level and control of school	Fall 1989	Fall 1994	Fall 1999
Total	6,026	7,514	7,844
Percent enrolled	54.6	61.0	65.8
Control			
Public	3,635	4,667	4,986
Private	2,391	2,847	2,858
Level			
Prekindergarten	2,825	4,162	4,506
Kindergarten	3,201	3,352	3,338

NOTE: Detail may not sum to totals due to rounding.

BEST COPY AVAILABLE

Enrollment Rates

School enrollment rates for 5- to 17-year-olds have remained relatively steady over the past 10 years—at about 96 percent. Nearly all elementary-age children are enrolled in school.

Table 5.—Percent of 5- to 17-year-olds enrolled in school: October 1970 to October 1999

Year	3 and 4 years	5 and 6 years	7 to 13 years	14 to 17 years
1970	20.5	89.5	99.2	94.1
1975	31.5	94.7	99.3	93.6
1980	36.7	95.7	99.3	93.4
1981	36.0	94.0	99.2	94.1
1985	38.9	96.1	99.2	94.9
1986	38.9	95.3	99.2	94.9
1987	38.3	95.1	99.5	95.0
1988	38.2	96.0	99.7	95.1
1989	39.1	95.2	99.3	95.7
1990	44.4	96.5	99.6	95.8
1991	40.5	95.4	99.6	96.0
1992	39.7	95.5	99.4	96.7
1993	40.4	95.4	99.5	96.5
1994	47.3	96.7	99.4	96.6
1995	48.7	96.0	98.9	96.3
1996	48.3	94.0	97.7	95.4
1997	52.6	96.5	99.1	96.6
1998	52.1	95.6	98.9	96.1
1999	54.2	96.0	98.7	95.8

NOTE: Starting in 1994 preprimary enrollment was collected using new procedures, and may not be comparable to figures for earlier years.

BEST COPY AVAILABLE

Enrollment by Race and Ethnicity

The proportion of minority students in public elementary and secondary schools increased between 1986 and 1998. The proportion of Hispanics in public elementary and secondary schools increased at a greater rate than the proportion of blacks.

Table 6.—Racial/ethnic distribution of students in public elementary and secondary schools: Fall 1986, 1991, and 1998

Race/ethnicity of student	Fall 1986	Fall 1991*	Fall 1998
Total	100.0	100.0	100.0
White, non-Hispanic	70.4	67.4	62.9
Minority	29.7	32.6	37.1
Black, non-Hispanic	16.1	16.4	17.1
Hispanic	9.9	11.8	15.0
Asian or Pacific Islander	2.8	3.4	3.9
American Indian/ Alaskan Native	0.9	1.0	1.1

** Digest of Education Statistics, 1993.*

BEST COPY AVAILABLE

Enrollment in Programs for the Disabled

During the late 1970s and early 1980s, increasing proportions of children were served in federally supported programs for the disabled. Much of the rise during this period may be attributed to the increasing proportion of children identified as learning disabled. In 1976–77, 8 percent of children were served in programs for the disabled compared with 13 percent in 1998–99.

Table 7.—Children 0 to 21 years old served in programs for the disabled, and as a percent of public lementary and secondary enrollment: 1976–77 to 1998–99

(In thousands)

Year	All disabilities	Specific learning disabilities	All disabilities as a percent of total enrollment*
1976–77	3,694	796	8.32
1980–81	4,144	1,462	10.14
1986–87	4,376	1,914	11.00
1990–91	4,761	2,129	11.43
1995–96	5,573	2,579	12.43
1996–97	5,729	2,649	12.56
1997–98	5,903	2,725	12.80
1998–99	6,055	2,789	13.01

*Based on the enrollment in public schools, kindergarten through 12th grade, including a relatively small number of prekindergarten students.

Degree-Granting Institutions

College Enrollment

College enrollment in fall 2000 was 15.1 million. Of the fall 2000 students, 6.5 million are men and 8.7 million are women.

Table 8.—Enrollment in degree-granting institutions, by sex, attendance status, and control of institution: Fall 1990, 1995, and 2000

(In thousands)

Attendance status by sex and control of institution	1990	1995	2000*
Total	13,819	14,262	15,135
Men	6,284	6,343	6,481
Full-time	3,808	3,807	3,917
Part-time	2,476	2,535	2,563
Women	7,535	7,919	8,655
Full-time	4,013	4,321	4,748
Part-time	3,521	3,598	3,906
Public	10,845	11,092	11,795
Men	4,875	4,908	5,027
Women	5,970	6,185	6,768
Private	2,974	3,169	3,340
Men	1,409	1,435	1,454
Women	1,565	1,735	1,888

*Projected.

NOTE: The source for 2000 figures is *Projections of Education Statistics to 2010*. Detail may not sum to totals due to rounding.

Enrollment, by Level and Control

College enrollment rose from 13.8 million in fall 1990 to 15.1 million in fall 2000. In 2000, over 9 million students attended 4-year schools and nearly 6 million attended 2-year schools. Between 1990 and 2000, full-time enrollment increased more than part-time enrollment, 11 percent and 8 percent, respectively.

Table 9.—Enrollment in degree-granting institutions by level and control of institution: Fall 1990, 1995, and 2000

(In thousands)

Type and control of college, and attendance status	Fall 1990	Fall 1995	Fall 2000*
Total	13,819	14,262	15,135
4-year	8,579	8,769	9,288
2-year	5,240	5,493	5,847
Public	10,845	11,092	11,795
4-year	5,848	5,815	6,157
2-year	4,996	5,278	5,638
Full-time	5,750	5,925	6,329
Part-time	5,094	5,167	5,466
Private	2,974	3,169	3,340
4-year	2,730	2,955	3,131
2-year	244	215	209
Full-time	2,070	2,204	2,337
Part-time	903	966	1,005

*Projected.

NOTE: The source for 2000 figures is *Projections of Education Statistics to 2010.* Detail may not sum to totals due to rounding.

Enrollment Rates of 18- to 24-Year-Olds

The proportion of 18- and 19-year-olds attending high school or college rose from 56 percent in 1989 to 61 percent in 1999. Enrollment rates for those in their early 20s also increased. The enrollment rate of 20- and 21-year-olds rose from 39 percent in 1989 to 45 percent in 1999.

Table 10.—Percent of 18- to 24-year-olds enrolled in school: October 1981 to October 1999

Year	18- and 19-year-olds	20- and 21-year-olds	22- to 24-year-olds
1981	49.0	31.6	16.5
1983	50.4	32.5	16.6
1985	51.6	35.3	16.9
1987	55.6	38.7	17.5
1989	56.0	38.5	19.9
1990	57.2	39.7	21.0
1991	59.6	42.0	22.2
1992	61.4	44.0	23.7
1993	61.6	42.7	23.6
1994	60.2	44.9	24.0
1995	59.4	44.9	23.2
1996	61.5	44.4	24.8
1997	61.5	45.9	26.4
1998	62.2	44.8	24.9
1999	60.6	45.3	24.5

Enrollment by Gender and Age

Despite decreases in the size of the traditional college-age population, total college enrollment has grown since the 1980s. Some of this growth can be attributed to the increase in the number of women over 24 attending college. However, from 1990 to 2000 enrollments of persons under 25 grew 11 percent and enrollments for persons over 25 increased 8 percent. Enrollment of women under 25 grew 18 percent.

Table 11.—Fall enrollment in degree-granting institutions, by sex, and age: 1980, 1990, and 2000

(In thousands)

Sex and age	1980	1990	2000*
Men and women, total ..	12,097	13,819	15,135
19 years and younger	3,148	3,127	3,613
20 and 21 years old ...	2,424	2,761	2,954
22 to 24 years old	1,989	2,144	2,341
25 years and older	4,535	5,788	6,228
Men, total	5,874	6,284	6,481
19 years and younger	1,474	1,508	1,617
20 and 21 years old ...	1,259	1,368	1,373
22 to 24 years old	1,064	1,107	1,132
25 years and older	2,076	2,301	2,360
Women, total	6,223	7,535	8,655
19 years and younger	1,674	1,619	1,996
20 and 21 years old ...	1,165	1,392	1,581
22 to 24 years old	925	1,037	1,209
25 years and older	2,459	3,486	3,868

* Projected.

Enrollment by Race and Ethnicity

The proportion of American college students who are minorities has been increasing. In 1980, 16.5 percent were minorities, compared with 26.8 percent in 1997. Much of the change can be attributed to rising proportions of Hispanic and Asian students. The proportion of students who are black has fluctuated over the past 15 years and was 11.0 percent in 1997, an increase from the 1980 level of 9.4 percent.

Table 12.—Racial/ethnic distribution of fall enrollment in degree-granting institutions: 1980, 1990, and 1997

Race/ethnicity	1980	1990	1997
Total	100.0	100.0	100.0
White, non-Hispanic	83.5	79.9	73.2
Total minority	16.5	20.1	26.8
Black, non-Hispanic	9.4	9.3	11.0
Hispanic	4.0	5.8	8.6
Asian or Pacific Islander	2.4	4.3	6.1
American Indian or Alaskan Native	0.7	0.8	1.0

NOTE: Distribution excludes nonresident aliens.

Graduate School Enrollment

Graduate enrollment had been steady at about 1.3 million in the late 1970s and early 1980s, but rose 20 percent between 1988 and 1998.

Since 1984, the number of women in graduate schools has exceeded the number of men.

Table 13.—Fall graduate enrollment * in degree-granting institutions, by sex: 1970 to 1998

(In thousands)

Year	Total	Men	Women
1970	1,031	630	400
1974	1,190	663	526
1976	1,333	714	619
1978	1,312	682	630
1980	1,343	675	670
1982	1,322	670	653
1984	1,345	672	673
1986	1,435	693	742
1988	1,472	697	774
1990	1,586	737	849
1992	1,669	772	896
1994	1,721	776	946
1995	1,732	768	965
1996	1,742	759	983
1997	1,753	758	996
1998	1,770	755	1,015

* Includes unclassified postbaccalaureate students.

NOTE: Detail may not sum to totals due to rounding.

First-Professional Enrollment

Enrollment in first-professional programs, after rising very rapidly during the 1970s, stabilized in the early 1980s and showed an increase of 13 percent between 1988 and 1998.

Men continue to seek first-professional degrees more than women; however, between 1988 and 1998, women have increased at a faster rate than men.

Table 14.—Fall first-professional enrollment in degree-granting institutions, by sex: 1970 to 1998

Year	Total	Men	Women
1970	173,411	158,649	14,762
1974	235,452	194,079	41,373
1976	244,292	189,810	54,482
1978	256,904	192,221	64,683
1980	277,767	199,344	78,423
1982	278,425	191,200	87,225
1984	278,598	184,949	93,649
1986	270,401	173,851	96,550
1988	267,109	166,912	100,197
1990	273,366	166,798	106,568
1992	280,922	168,620	112,302
1994	294,713	173,956	120,757
1995	297,592	173,897	123,695
1996	298,312	172,742	125,570
1997	298,258	169,627	128,631
1998	302,555	168,889	133,666

Teachers, Faculty, and Staff

BEST COPY AVAILABLE

Elementary and Secondary Schools
Number of Teachers

An estimated 3.3 million elementary and secondary school teachers were engaged in classroom instruction in the fall of 1999. About 2.9 million teachers were in public schools and .4 million taught in private schools.

The number of elementary and secondary school teachers has risen in recent years, up about 29 percent between fall 1985 and fall 1999. The number of public school teachers has risen slightly faster than the number of students during that period, resulting in small declines in the pupil/teacher ratio. In fall 1999, there were 16.2 public school pupils per teacher compared with 17.9 public school pupils per teacher in 1985. During the same time period, the pupil/teacher ratio in private schools was 16.2 in fall 1985 and 15.0 pupils per teacher in fall 1999.

Table 15.—Teachers and pupil/teacher ratios in public and private elementary and secondary schools: Fall 1980 to fall 1999
(In full-time-equivalents)

Year	Total	Public school teachers	Private school teachers
	Number in thousands		
1980	2,485	2,184	301
1985	2,549	2,206	343
1990	2,753	2,398	355
1992	2,822	2,459	363
1994	2,926	2,552	374
1995	2,978	2,598	380
1996	3,054	2,667	387
1997	3,134	2,746	388
1998 [1]	3,217	2,826	391
1999 [2]	3,284	2,887	397
	Pupil/teacher ratios		
1980	18.6	18.7	17.7
1985	17.6	17.9	16.2
1990	16.9	17.2	14.7
1992	17.1	17.4	14.8
1994	17.0	17.3	15.0
1995	17.0	17.3	14.9
1996	16.8	17.1	14.9
1997	16.6	16.8	15.1
1998 [1]	16.3	16.5	15.2
1999 [2]	16.0	16.2	15.0

[1] Estimated.

[2] Projected.

NOTE: Detail may not sum to totals due to rounding.

Teachers' Salaries

The average salary for public school teachers has remained steady over the past 10 years, reaching $40,582 in 1998–99. After adjustment for inflation, teachers' salaries rose 21 percent between 1980–81 and 1998–99. Virtually all of this increase occurred during the mid-1980s. Since 1990–91, the average salary for teachers actually fell slightly, after adjusting for inflation.

Table 16.—Average annual salary for public elementary and secondary schools teachers: 1970–71 to 1998–99

(In constant 1998–99 dollars) *

Year	All teachers	Elementary teachers	Secondary teachers
1970–71	$38,388	$37,365	$39,631
1975–76	37,384	36,434	38,384
1980–81	33,514	32,728	34,460
1982–83	34,694	33,909	35,693
1984–85	36,715	36,092	37,628
1985–86	38,103	37,376	39,082
1986–87	39,302	38,545	40,301
1988–89	40,139	39,403	41,027
1990–91	40,650	39,920	41,648
1995–96	40,155	39,699	40,866
1997–98	40,137	39,822	40,712
1998–99	40,582	40,293	41,155

*Constant 1998–99 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

Teacher Characteristics, Public Schools

The teaching force in public elementary and secondary schools in 1993–94 was 73 percent female and 87 percent white, non-Hispanics. Some 65 percent of teachers had at least 10 years of full-time teaching experience and almost all teachers held at least a bachelor's degree.

Table 17.—Characteristics of teachers in public schools: 1993–94

Selected characteristics	Number, in thousands	Percent
Total	2,561	100.0
Men	694	27.1
Women	1,867	72.9
Race/ethnicity		
White, non-Hispanic	2,217	86.5
Black, non-Hispanic	188	7.4
Hispanic	109	4.2
Other minorities	48	1.9
Experience		
Less than 3 years	249	9.7
3 to 9 years	653	25.5
10 to 20 years	897	35.0
More than 20 years	762	29.8
Highest degree		
Less than bachelor's	18	0.8
Bachelor's	1,331	52.0
Master's or above	1,212	47.3

NOTE: Excludes prekindergarten teachers.

BEST COPY AVAILABLE

Teacher Characteristics, Private Schools

The teaching force in private elementary and secondary schools in 1993–94 included 75 percent female and 92 percent white, non-Hispanics. Some 45 percent of teachers had at least 10 years of full-time teaching experience and 93 percent of all teachers held at least a bachelor's degree.

Table 18.—Characteristics of teachers in private schools: 1993–94

Selected characteristics	Number, in thousands	Percent
Total	378	100.0
Men	93	24.6
Women	285	75.4
Race/ethnicity		
White, non-Hispanic	348	91.9
Black, non-Hispanic	12	3.1
Hispanic	12	3.2
Other minorities	7	1.8
Experience		
Less than 3 years	79	20.9
3 to 9 years	128	33.9
10 to 20 years	112	29.6
More than 20 years	59	15.6
Highest degree		
Less than bachelor's	25	6.7
Bachelor's	223	59.0
Master's or above	130	34.4

NOTE: Excludes prekindergarten teachers.

BEST COPY AVAILABLE

Degree-Granting Institutions

Staff

Approximately 2.8 million people were employed in colleges and universities in the fall of 1997, including 1.8 million professional and .9 milion nonprofessional staff. About 44 percent of the staff were faculty or teaching assistants, 5 percent were managerial, 17 percent were other non-teaching professional, and 33 percent were other nonprofessional staff.

Table 19.—Employees in degree-granting institutions, by primary occupation and by type and control of institution: 1997
(In thousands)

Primary occupation	Total	Public	Private
Total, all employees	2,753	1,931	822
Professional staff	1,836	1,291	545
Managerial	151	85	67
Faculty and teaching assistants	1,213	881	332
Non-faculty	472	326	146
Nonprofessional staff ..	917	639	277
4-year	2,205	1,419	787
Full-time, total staff	1,554	995	559
Part-time, total staff	652	424	228
2-year	547	512	35
Full-time, total staff	275	252	23
Part-time, total staff	272	260	12

Faculty Salaries for Men and Women

Average salaries for men in 1998–99 ($58,048) were considerably higher than the average for women ($47,421), but women's salaries have increased at a slightly faster rate since 1990–91.

Table 20.—Average salary of full-time instructional faculty on 9-month contracts in degree-granting institutions, by gender: 1972–73 to 1998–99
(In constant 1998–99 dollars) *

Year	Total	Men	Women
1972–73	53,259	55,435	45,835
1975–76	49,425	51,666	42,450
1978–79	47,610	49,907	41,028
1980–81	44,262	46,535	37,982
1982–83	45,592	48,053	38,996
1985–86	48,980	51,856	41,698
1987–88	50,988	54,134	43,321
1990–91	51,808	55,371	44,086
1995–96	52,514	56,247	45,657
1997–98	53,241	57,087	46,567
1998–99	54,097	58,048	47,421

*Constant 1998–99 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

Faculty Salaries for Public and Private Institutions

College faculty generally suffered losses in the purchasing power of their salaries from 1972–73 to 1980–81, when average salaries fell 17 percent after adjustment for inflation. During the 1980s, average salaries rose and recouped most of the losses.

Table 21.—Average salary of full-time instructional faculty on 9-month contracts in degree-granting institutions, by control and type of institution: 1972–73 to 1998–99
(In constant 1998–99 dollars) *

Year	Public 4-year	Public 2-year	Private 4-year	Private 2-year
1972–73 ...	$55,414	$49,656	$52,358	$35,702
1975–76 ...	51,625	46,937	47,817	32,342
1978–79 ...	49,776	45,264	45,662	30,016
1980–81 ...	46,296	42,125	42,406	28,616
1982–83 ...	47,431	42,861	44,746	27,820
1985–86 ...	51,461	44,743	47,982	29,389
1987–88 ...	53,748	45,750	50,205	31,060
1990–91 ...	54,689	45,529	51,880	29,597
1995–96 ...	54,498	46,109	54,122	33,989
1997–98 ...	55,051	46,714	55,321	34,173
1998–99 ...	55,948	47,285	56,284	34,821

*Constant 1998–99 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

Educational Outcomes

37

BEST COPY AVAILABLE

Reading Performance

Long-term trends in reading achievement show improvements for the country's 9- and 13-year-old students. Seventeen year-olds scored about the same in 1999 as in 1971. Significant gaps continue to exist between racial/ethnic groups and between male and female students. Gender gaps favoring female students were about the same in 1999 as in 1971.

Table 22.—Proficiency of 17-year-olds in reading, by selected characteristics: 1971, 1980, and 1999

Selected characteristics of students	1971	1980	1999
Total	285.2	285.5	287.8
Sex			
Male	278.9	281.8	281.5
Female	291.3	289.2	294.6
Race/ethnicity			
White	291.4	292.8	294.6
Black	238.7	243.1	263.9
Hispanic	—	261.4	270.7
Control of school			
Public	—	284.4	285.6
Private	—	298.4	307.2
Parents' education level			
Did not graduate high school	261.3	262.1	264.8
Graduated high school	283.0	277.5	273.9
Post high school	302.2	298.9	297.5

— Not available.

NOTE: Scale ranges from 0 to 500

BEST COPY AVAILABLE

Mathematics Performance

Average proficiency for 9- and 13-year-olds improved between 1982 and 1999. For 17-year-old students, average proficiency had declined between 1973 and 1982, but an upturn during the past decade brought the performance above the 1973 level. Gender gaps in mathematics among 17-year-olds narrowed between 1973 and 1999.

Table 23.—Proficiency of 17-year-olds in mathematics, by selected characteristics: 1973, 1982, and 1999

Selected characteristics of students	1973	1982	1999
Total	304	299	308
Sex			
Male	309	302	310
Female	301	296	307
Race/ethnicity			
White	310	304	315
Black	270	272	283
Hispanic	277	277	293
Control of school			
Public	—	297	307
Private	—	311	321
Parents' education level			
Did not graduate high school	—	279	289
Graduated high school	—	293	299
Graduated college	—	312	317

— Not available.

NOTE: Scale ranges from 0 to 500.

BEST COPY AVAILABLE

Science Performance

Long-term trends in science achievement have been mixed, though changes over the past 10 years have been generally positive. In 1999, science performance among 17-year-olds was lower than in 1969, but higher than in 1990. Significant gaps continue to exist between racial/ethnic groups and gender gaps favoring male students were about the same in 1999 as in 1969.

Table 24.—Proficiency of 17-year-olds in science, by selected characteristics: 1969, 1990, and 1999

Selected characteristics of students	1969	1990	1999
Total	305	290	295
Sex			
Male	314	296	300
Female	297	285	291
Race/ethnicity			
White	312	301	306
Black	258	253	254
Hispanic	—	262	276
Control of school			
Public	—	289	293
Private	—	308	311
Parents' education level			
Did not graduate high school	—	261	264
Graduated high school	—	276	281
Graduated college	—	306	307

— Not available.

NOTE: Scale ranges from 0 to 500.

BEST COPY AVAILABLE

High School Course-Taking Patterns

In 1983, the National Commission on Excellence in Education recommended that all students take 4 years of English, 3 years each of mathematics, science, and social studies, and half a year of computer science. For those going on to college an additional 2 years of foreign language study was highly recommended. Over the past 12 years, the average number of science and mathematics credits earned by high school graduates increased substantially. The mean number of mathematics credits (Carnegie units) earned in high school rose from 2.6 in 1982 to 3.4 in 1998, and the number of science credits rose from 2.2 to 3.1.

The proportion of graduates who completed the full college preparatory program recommended by the Commission on Excellence rose from 2 percent in 1982 to 29 percent in 1998.

Table 25.—Percent of high school graduates earning selected combinations of academic credits: 1982 and 1998

Year of graduation and course combinations taken	All graduates
1982 graduates	
4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp., & 2 F.L.	2.0
4 Eng., 3 S.S., 3 Sci., 3 Math, & 2 F.L.	9.5
4 Eng., 3 S.S., 3 Sci., 3 Math	14.3
4 Eng., 3 S.S., 2 Sci., 2 Math	31.5
1998 graduates	
4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp., & 2 F.L.	28.6
4 Eng., 3 S.S., 3 Sci., 3 Math, 2 F.L.	44.2
4 Eng., 3 S.S., 3 Sci., 3 Math	55.0
4 Eng., 3 S.S., 2 Sci., 2 Math	74.5

NOTE: Eng. = English; S.S. = social studies; Sci. = science; Comp. = computer science; and F.L. = foreign language.

42

Graduates

The number of high school graduates in 1999–2000 totaled about 2.8 million. About 2.5 million graduated from public schools and about 0.3 million graduated from private schools. The number of high school graduates has declined from its peak in 1976–77 when approximately 3.2 million people earned their diplomas. The number of graduates has been lower in recent years. The ratio of high school graduates to 17-year-olds declined in the 1970s, increased slightly in the late 1980s and decreased slightly during the 1990s.

The actual completion rate is higher than this ratio of 71 percent because many students complete high school through alternative programs, such as night schools and the General Educational Development (GED) program (table 104, *Digest of Eduaction Statistics, 2001*). In 1999, 83 percent of all 25- to 29-year-olds had completed high school or its equivalent.

Table 26.—High school graduates compared with population of 17-year-olds: 1976–77 to 1999–2000

(In thousands)

School year	Total [1] 17-year-olds	High school graduates	Graduates as a percent of 17-year-olds
1976–77	4,272	3,152	73.8
1978–79	4,327	3,101	71.7
1981–82	4,134	2,995	72.4
1983–84	3,784	2,767	73.1
1985–86	3,670	2,643	72.0
1986–87	3,754	2,694	71.8
1987–88	3,849	2,773	72.1
1988–89	3,842	2,727	71.0
1989–90	3,505	2,586	73.8
1990–91	3,421	2,503	73.2
1991–92	3,391	2,482	73.2
1992–93	3,447	2,490	72.2
1993–94	3,459	2,479	71.7
1994–95	3,588	2,538	70.7
1995–96	3,641	2,540	69.8
1996–97	3,773	2,634	69.8
1997–98	3,930	2,724	69.3
1998–99	3,965	2,775	70.0
1999–2000 [2]	4,019	2,839	70.6

[1] Derived from *Current Population Reports,* Series P-25. 17-year-old population adjusted to reflect October 17-year-old population,

[2] Preliminary data

Dropouts

The dropout rate among 16- to 24-year-olds has declined over the past 20 years. Having fallen more for blacks than for whites, the difference in dropout rates between the races has narrowed. The dropout rate for Hispanics remains relatively high at 29 percent, compared to 7 percent for whites and 13 percent for blacks.

Table 27.—Percent of high school dropouts among persons 16 to 24 years old, by race/ethnicity: October 1975 to October 1999

Year	All races	White, non-Hispanic	Black, non-Hispanic	Hispanic
1975	13.9	11.4	22.9	29.2
1980	14.1	11.4	19.1	35.2
1985	12.6	10.4	15.2	27.6
1989	12.6	9.4	13.9	33.0
1990	12.1	9.0	13.2	32.4
1991	12.5	8.9	13.6	35.3
1992*	11.0	7.7	13.7	29.4
1993*	11.0	7.9	13.6	27.5
1994*	11.4	7.7	12.6	30.0
1995*	12.0	8.6	12.1	30.0
1996*	11.1	7.3	13.0	29.4
1997*	11.0	7.6	13.4	25.3
1998*	11.8	7.7	13.8	29.5
1999*	11.2	7.3	12.6	28.6

*Wording of questionnaire was changed.

NOTE: Dropouts are persons not enrolled in school who neither graduated from high school, nor received GED credentials.

College Degrees

The number of degrees conferred by institutions of higher education in 1999–2000 was estimated to be 559,000 associate degrees; 1,185,000 bachelor's degrees; 398,000 master's degrees; 78,400 first-professional degrees; and 45,200 doctor's degrees. In 1997–98, women earned the majority of degrees at the associate, bachelor's, and master's degree levels. Also women receiving all types of degrees has increased at a faster rate than for men.

More people are completing college. Between 1987–88 and 1997–98, associate degrees increased 28 percent, bachelor's degrees 19 percent, master's degrees 44 percent, doctor's degrees 32 percent, and first-professional degrees 11 percent.

Table 28.—Associate and bachelor's degrees conferred by degree-granting institutions: 1960–61 to 1999–2000

Year	Associate degrees	Bachelor's degrees	Percent of bachelor's degrees to women
1960-61	—	365,174	38.5
1970-71	252,311	839,730	43.4
1980-81	416,377	935,140	49.8
1982-83	449,620	969,510	50.6
1983-84	452,240	974,309	50.5
1984-85	454,712	979,477	50.7
1985-86	446,047	987,823	50.8
1986-87	436,304	991,264	51.5
1987-88	435,085	994,829	52.0
1988-89	436,764	1,018,755	52.6
1989-90	455,102	1,051,344	53.2
1990-91	481,720	1,094,538	53.9
1991-92	504,231	1,136,553	54.2
1992-93	514,756	1,165,178	54.3
1993-94	530,632	1,169,275	54.5
1994-95	539,691	1,160,134	54.6
1995-96	555,216	1,164,792	55.1
1996-97	571,226	1,172,879	55.6
1997-98	558,555	1,184,406	56.1
1998-99*	561,000	1,178,000	56.1
1999-2000*	559,000	1,185,000	56.4

*Projected.

Table 29.—Master's, doctor's, and first-professional degrees conferred by degree-granting institutions: 1970–71 to 1999–2000

Year	Master's degrees	Doctor's degrees	First-professional degrees
1970–71 ..	230,509	32,107	37,946
1980–81 ..	295,739	32,958	71,956
1982–83 ..	289,921	32,775	73,054
1983–84 ..	284,263	33,209	74,468
1984–85 ..	286,251	32,943	75,063
1985–86 ..	288,567	33,653	73,910
1986–87 ..	289,349	34,041	71,617
1987–88 ..	299,317	34,870	70,735
1988–89 ..	310,621	35,720	70,856
1989–90 ..	324,301	38,371	70,988
1990–91 ..	337,168	39,294	71,948
1991–92 ..	352,838	40,659	74,146
1992–93 ..	369,585	42,132	75,387
1993–94 ..	387,070	43,185	75,418
1994–95 ..	397,629	44,446	75,800
1995–96 ..	406,301	44,652	76,734
1996–97 ..	419,401	45,876	78,730
1997–98 ..	430,164	46,010	78,598
1998–99 *	405,000	45,900	80,300
1999–2000 * ..	398,000	45,200	78,400

* Projected.

Educational Attainment

Americans are becoming more educated. Between 1970 and 1999, the proportion of the adult population 25 years of age and over who completed high school or more rose from 55 percent to 83 percent. At the same time, the proportion of adults with at least 4 years of college increased from 11 percent to 25 percent.

Table 30.—Percent of persons 25 years and older who completed various years of school: 1970 to 1999

Year	Less than 5 years of elementary school	High school completion or higher	Bachelor's or higher degree
March 1970	5.3	55.2	11.0
March 1980	3.4	68.6	17.0
March 1985	2.7	73.9	19.4
March 1989	2.5	76.9	21.1
March 1990	2.5	77.6	21.3
March 1991	2.4	78.4	21.4
March 1992	2.1	79.4	21.4
March 1993	2.1	80.2	21.9
March 1994	1.9	80.9	22.2
March 1995	1.9	81.7	23.0
March 1996	1.8	81.7	23.6
March 1997	1.7	82.1	23.9
March 1998	1.7	82.8	24.4
March 1999	1.6	83.4	25.2

Literacy Rates

Some 90 million adults—about 21 percent of the U.S. adult population—performed at the lowest levels of literacy in 1992 on a national survey of adult literacy. Literacy was defined as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." Three scales were developed measuring different aspects of literacy: prose, quantitative, and document.

Adults with higher levels of educational attainment had higher average levels of prose literacy. Also, adults aged 19 to 54 had higher average literacy scores than those 55 and older. The differences in literacy between younger and older adults may be due to the higher level of educational attainment among younger adults.

Table 31.—Percent of adults, 16 years and over, at various prose literacy levels, * by selected characteristics: 1992

Selected characteristics	Level 1	Level 2	Level 3 and over
Total	21	27	52
Age			
16 to 18 years old	16	35	50
19 to 24 years old	14	29	57
25 to 39 years old	15	24	61
40 to 54 years old	15	23	61
55 to 64 years old	26	31	43
65 years old and over	44	32	25
Highest level of attainment			
Still in high school	16	36	48
9 to 12 years, not enrolled	42	38	19
GED	14	39	46
High school diploma	16	36	48
Some college	8	23	70

*Prose literacy is the ability to understand and use information contained in various kinds of textual material. A level 1 task requires the reader to locate a single piece of information in a short text. A level 2 task requires the reader to locate a single piece of information in the text with several distractors or to make low-level inferences. A level 3 task requires the reader to make literal or synonymous matches between the text and information given in the task, or to make low-level inferences. A level 4 task requires the reader to perform multiple-feature matches and to integrate or synthesize information from complex passages. A level 5 task requires the reader to search for information in dense text which contains a number of distractors.

Finance

52

BEST COPY AVAILABLE

Total Expenditures

Expenditures for public and private education, from preprimary through graduate school, are estimated at about $647 billion for 1999–2000. The expenditures of elementary and secondary schools are expected to total about $389 billion for 1999–2000, while institutions of higher education will spend about $258 billion.

Viewed in another context, the total expenditures for education are expected to amount to about 7.0 percent of the gross domestic product in 1999–2000. This is somewhat higher than the 1987–88 figure of 6.6 percent.

Table 32.—Total expenditures of educational institutions related to the gross domestic product: 1980–81 to 1999–2000

School year	Expenditures in billions of current dollars	Expenditures in billions of constant (1999–2000) dollars	As a percent of gross domestic product
1980–81	$182.8	$357.3	6.5
1982–83	212.1	365.8	6.5
1983–84	228.6	380.2	6.5
1984–85	247.7	396.4	6.3
1985–86	269.5	419.3	6.4
1986–87	292.0	444.4	6.6
1987–88	313.4	458.0	6.6
1988–89	346.9	484.6	6.8
1989–90	381.5	508.7	7.0
1990–91	412.7	521.7	7.1
1991–92	433.0	530.4	7.2
1992–93	456.1	541.7	7.2
1993–94	477.2	552.6	7.2
1994–95	503.9	567.2	7.1
1995–96	529.6	580.3	7.2
1996–97	562.3	599.0	7.2
1997–98 [1]	596.2	624.1	7.2
1998–99 [1]	623.2	641.2	7.1
1999–2000 [2]	646.8	646.8	7.0

[1] Preliminary.
[2] Estimated.

Public Elementary and Secondary School Revenues

The state share of revenues for public elementary and secondary schools grew through most of the 1980s, but in 1987–88 the trend began to reverse. Between 1986–87 and 1993–94, the local share of school funding rose while the proportion from state governments fell. By 1994–95, a greater share shifted back to the states. In 1997–98, 48.4 percent of revenues came from state sources, 44.8 percent came from local sources, and 6.8 percent came from the federal government.

Total revenues increased 92 percent between 1987–88 and 1997–98. Federal revenues increased 107 percent, state revenues increased 88 percent, and local revenues 95 percent between that same time period.

Table 33.—Percent of revenues for public elementary and secondary schools from various sources: 1970–71 to 1997–98

School year	Federal	State	Local*
1970–71	8.4	39.1	52.5
1980–81	9.2	47.4	43.4
1982–83	7.1	47.9	45.0
1983–84	6.8	47.8	45.4
1984–85	6.6	48.9	44.4
1985–86	6.7	49.4	43.9
1986–87	6.4	49.7	43.9
1987–88	6.3	49.5	44.1
1988–89	6.2	47.8	46.0
1989–90	6.1	47.1	46.8
1990–91	6.2	47.2	46.7
1991–92	6.6	46.4	47.0
1992–93	7.0	45.8	47.2
1993–94	7.1	45.2	47.8
1994–95	6.8	46.8	46.4
1995–96	6.6	47.5	45.9
1996–97	6.6	48.0	45.4
1997–98	6.8	48.4	44.8

*Includes a relatively small amount from nongovernmental sources.

NOTE: Beginning in 1980–81, revenues for state education agencies are excluded. Beginning in 1988–89, new survey procedures were implemented. Detail may not sum to totals due to rounding.

BEST COPY AVAILABLE

Public Elementary and Secondary School Expenditures

The expenditure per student in public schools has risen since the mid-1990s. In 1999–2000, the estimated current expenditure per student in fall enrollment was $6,584. After adjustment for inflation, this represents an increase of 7 percent since 1992–93.

Table 34.—Current expenditure per pupil in fall enrollment: 1979–80 to 1999–2000

School year	Unadjusted dollars	Constant dollars (1999–2000) [1]
1979–80	$2,088	$4,554
1985–86	3,479	5,413
1987–88	3,927	5,738
1989–90	4,643	6,190
1990–91	4,902	6,197
1991–92	5,023	6,153
1992–93	5,160	6,129
1993–94	5,327	6,168
1994–95	5,529	6,223
1995–96	5,689	6,234
1996–97	5,923	6,311
1997–98	6,189	6,478
1998–99 [2]	6,408	6,593
1999–2000 [2]	6,584	6,584

[1] Constant 1999–2000 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

[2] Estimated.

Degree-Granting Institutions

Revenues for Public Institutions

Public colleges are heavily dependent on state government for revenues, receiving 36 percent from this source in 1997. This number has dropped since 1986 where it was 45 percent. Sales and services and tuition and fees are the next highest funding sources for public institutions.

Table 35.—Sources of current-fund revenue for public degree-granting institutions, by source: 1985–86, 1990–91, and 1996–97

Source	1985–86	1990–91	1996–97
Total	100.0	100.0	100.0
Tuition and fees	14.5	16.1	19.0
Federal government	10.5	10.3	11.0
State governments	45.0	40.3	35.6
Local governments	3.6	3.7	3.9
Private gifts, grants, and contracts	3.2	3.8	4.3
Endowment income	0.6	0.5	0.6
Sales and services	20.0	22.7	22.2
Educational activities	2.5	2.8	3.0
Auxiliary enterprises	10.3	9.5	9.5
Hospitals	7.2	10.3	9.8
Other sources	2.6	2.6	3.3

NOTE: Excludes Pell Grants.

Revenues for Private Institutions

Private colleges are heavily dependent on tuition and fees for revenues, receiving 43 percent from this source in 1996, compared to 39 percent in 1986. The next largest sources are sales and services, and the federal government. Both of these proportions have dropped in 1996 compared to 1986.

Table 36.—Sources of current-fund revenue for private degree-granting institutions, by source: 1985–86, 1990–91, and 1995–96

Source	1985–86	1990–91	1995–96
Total	100.0	100.0	100.0
Tuition and fees	38.6	40.4	43.0
Federal government	16.5	15.4	13.8
State governments	1.9	2.3	1.9
Local governments	0.6	0.7	0.7
Private gifts, grants, and contracts	9.3	8.6	9.1
Endowment income	5.3	5.2	5.2
Sales and services	23.4	22.9	21.0
Educational activities	2.2	2.5	2.7
Auxiliary enterprises	11.3	10.7	9.8
Hospitals	9.9	9.8	8.5
Other sources	4.3	4.5	5.3

NOTE: Excludes Pell Grants.

Expenditures for Public Institutions

Trend data show some increases in the expenditures per student at public degree-granting institutions through the late 1980s with slower growth thereafter. After adjustment for inflation, current-fund expenditures per student rose about 13 percent between 1980–81 and 1988–89, and increased 8 percent between 1988–89 and 1996–97.

Table 37.—Current-fund expenditures and expenditures per full-time-equivalent student in public degree-granting institutions: 1980–81 to 1996–97

Year	Expenditures in millions		Per student, in constant 1996–97 dollars*
	Unadjusted dollars	Constant 1996–97 dollars	
1980–81	$42,280	$88,009	$13,250
1988–89	78,946	106,172	14,960
1990–91	92,961	112,030	14,823
1991–92	98,847	115,161	14,646
1992–93	104,570	118,204	14,940
1993–94	109,310	119,551	15,303
1994–95	115,465	122,531	15,741
1995–96	119,401	123,052	15,874
1996–97	125,978	125,978	16,162

*Constant dollars adjusted by the Higher Education Price Index.

160157

College Costs

For the 1999–2000 academic year, annual undergraduate charges for tuition, room, and board were estimated to be $8,265 at public 4-year colleges and $20,805 at private 4-year colleges.

Table 38.—Average undergraduate tuition, room, and board charges: 1969–70 to 1999–2000 [1]

(In constant 1999–2000 dollars)

Year and control of institution	Total tuition, room, and board		
	All institutions	4-year	2-year [2]
All			
1979–80	$ 6,125	$ 6,906	$ 4,316
1989–90	8,276	9,615	4,940
1999–2000 [3] ...	10,421	12,333	5,367
Public			
1969–70	5,391	—	4,262
1979–80	4,721	5,075	3,972
1989–90	6,005	6,633	4,399
1999–2000 [3] ...	7,302	8,265	4,722
Private			
1969–70	11,338	—	8,932
1979–80	10,712	10,931	8,180
1989–90	16,024	16,378	11,560
1999–2000 [3] ...	20,277	20,805	13,768

[1] Constant 1999–2000 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

[2] Due to a low response rate, data for private 2-year colleges must be interpreted with caution.

[3] Preliminary data.

Scholarships and Fellowships

One of the most rapidly rising expenditures at institutions of higher education during the past decade was for scholarships and fellowships. The proportion of educational and general expenditures spent on scholarships rose from 3.1 percent at public colleges in 1985–86 to 5.5 percent in 1996–97. At private colleges, the proportion expended for scholarships rose from 10.2 percent to 14.7 percent between 1985–86 to 1995–96.

On a per student basis, adjusted for inflation, expenditures for scholarships and fellowships rose by 84 percent at public universities between 1985–86 and 1995–96, compared with 9 percent for instructional expenditures. At private universities during the same period, the per student expenditures on scholarships and fellowships rose by 67 percent, and the instructional costs rose by 32 percent (table 352, *Digest of Education Statistics, 1999)*. Another rapidly rising expenditure in the public sector during the decade was for research, which rose by 29 percent per student at public universities and by 35 percent at other public 4-year colleges.

Table 39.—Educational and general expenditures and scholarships and fellowships at degree-granting institutions, by control: 1985–86 to 1996–97

(In millions of current dollars)

Year	Total expenditures	Scholarships and fellowships	Percent of total
	Public		
1985-86	$50,873	$1,576	3.1
1990-91	74,395	2,689	3.6
1991-92	78,555	3,256	4.1
1992-93	83,211	3,728	4.5
1993-94	87,139	4,223	4.8
1994-95	92,174	4,662	5.1
1995-96	96,086	5,085	5.3
1996-97	101,554	5,573	5.5
	Private		
1985-86	$25,255	$2,584	10.2
1990-91	39,744	4,863	12.2
1991-92	43,013	5,804	13.5
1992-93	45,767	6,421	14.0
1993-94	48,885	7,015	14.4
1994-95	51,984	7,623	14.7
1995-96	55,360	8,110	14.7

Financial Aid for Students

About 68 percent of all full-time undergraduate students received some form of financial aid in 1996. Students at private colleges were more likely to receive aid than students at public colleges. About 63 percent of full-time undergraduates at public colleges received aid compared with 80 percent at private nonprofit colleges. Students obtained aid through a variety of programs: 56 percent received some sort of federal aid, 11 percent participated in (mostly federal) work-study programs, and 5 percent received aid through other types of programs. Private colleges provided aid from their own sources to over half of their full-time undergraduates. For all full-time undergraduates, the average student aid package from all sources totalled $6,832 in 1995–96.

Table 40.—Percent of full-time undergraduate and graduate students receiving financial aid, by type and control of institution and level of degree: 1995–96

Type of institution and level of student	Aid from all sources	Grants*	Loans
All undergraduates	68.4	54.1	43.7
Public	62.8	47.5	37.2
4-year doctoral	65.4	47.6	44.5
Other 4-year	69.3	52.3	47.4
2-year	55.9	44.6	21.8
Less than 2-year	39.5	30.9	4.4
Private, nonprofit	80.3	71.3	56.9
4-year doctoral	70.6	61.6	50.9
Other 4-year	85.6	77.3	60.4
2-year	79.2	61.9	52.9
All graduate students	76.1	5.2	48.7
Master's degree	72.6	4.3	43.1
Public	74.7	4.8	39.5
Private	69.4	3.6	48.6
Doctor's degree	82.9	15.8	25.2
Public	85.9	13.7	26.7
Private	77.5	19.6	22.6
First professional	83.2	1.4	74.4
Public	85.7	2.0	79.0
Private	81.0	0.9	70.6

*Includes only fellowship grants for graduate students.

NOTE: Data include students in all types of postsecondary institutions.

Federal Funding

Federal on-budget support for education showed sizable growth between fiscal years 1965 and 2000, after adjustment for inflation. (On-budget support excludes education funds that are generated by federal subsidies, such as Federal Family Education Loans and the Federal Direct Student Loans.) Particularly large increases occurred between 1965 and 1975. After a period of relative stability between 1975 and 1980, federal funding for education declined approximately 16 percent between 1980 and 1985 after adjustment for inflation. Thereafter, federal on-budget funding for education generally increased, showing a rise of 58 percent from 1985 to 2000, after adjustment for inflation.

Table 41.—Federal on-budget funds for education: Fiscal years 1965 to 2000
(In billions of dollars)

Fiscal year	Total on-budget support	
	Unadjusted dollars	Constant 2000 dollars
1965	$ 5.3	$27.6
1970	12.5	52.0
1975	23.3	67.8
1980	34.5	68.0
1985	39.0	57.5
1986	40.0	57.4
1988	43.5	59.0
1990	51.6	65.2
1991	57.6	69.8
1992	60.5	71.2
1993	67.7	77.6
1994	68.3	76.5
1995	71.6	78.5
1996	71.3	76.4
1997	73.7	77.6
1998	76.9	80.0
1999	83.1	85.1
2000*	90.7	90.7

* Estimated.

SOURCE INFORMATION

Mini-Digest Page	Digest of Education Statistics, 2000
Page 2	Table 1
Page 8	Table 3
Page 9	Table 3
Page 10	Table 3
Page 11	Table 45
Page 12	Table 6
Page 13	Table 44
Page 14	Table 53
Page 15	Table 179
Page 16	Table 179
Page 17	Table 6
Page 18	Table 175
Page 19	Table 207
Page 20	Table 189
Page 21	Table 190
Page 24	Table 65
Page 25	Table 65
Page 26	Table 75
Page 27	Table 68
Page 28	Table 68
Page 29	Table 227
Page 30	Table 238
Page 31	Table 238
Page 34	Table 110
Page 35	Table 122
Page 36	Table 128
Page 37	Tables 138 and 141
Page 38	Table 141

Mini-Digest Page	Digest of Education Statistics, 2000
Page 39	Table 101
Page 40	Table 101
Page 41	Table 106
Page 42	Table 248
Page 43	Table 248
Page 44	Table 248
Page 45	Table 8
Page 46	Table 389
Page 47	Table 389
Page 50	Table 31
Page 51	Tables 31 and 32
Page 52	Table 158
Page 53	Table 158
Page 54	Table 170
Page 55	Table 328
Page 56	Table 329
Page 57	Table 338
Page 58	Tables 37 and 313
Page 59	Tables 343, 344, 346, and 347
Page 60	Tables 343 and 344
Page 61	Tables 318, 319, 320, 322, and 323
Page 62	Tables 319, 320, 322, and 323
Page 63	Table 359
Page 64	Table 359

Order Processing Code
*8365

United States Government
INFORMATION

❑ **YES,** send me the following:

____**Digest of Education Statistics, 2000**
S/N 065-000-01323-1 at $49 each ($61.25 foreign).

____**The Condition of Education, 2001**
S/N 065-000-01329-1 at $44 each ($55 foreign).

Total cost of my order is $ _____.
Price includes regular shipping and handling and is subject to change.

_____
Company or personal name (Please type or print)

_____
Additional address/attention line

_____
Street address

_____
City, State, Zip code

_____
Daytime phone including area code

_____
Purchase order number (optional) Complete reverse side ➢

Fax both sides of order form to:
(202) 512–2250

Order by phone: (202) 512–1800

Order by mail: Superintendent of Documents
P.O. Box 371954, Pittsburgh, PA
15250–7954

Charge your order. It's easy!

Check method of payment:

❑ Check payable to Superintendent of Documents

❑ GPO Deposit Account ☐☐☐☐☐☐☐–☐

❑ VISA ❑ MasterCard ☐☐☐☐ (expiration date)

❑ Discover

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Authorizing signature

71

7/99

Thank you for your order!

Federal Identification Number: 536–002–509

United States
Department of Education
ED Pubs
8242-B Sandy Court
Jessup, MD 20794-1398

Official Business
Penalty for Private Use, $300

Postage and Fees Paid
U.S. Department of Education
Permit No. G-17

Standard

72

BEST COPY AVAILABLE